



Tennessee Department of Education
FIRST TO THE TOP Standards and Assessments

September 2010



**What will change as a result of
the Tennessee Diploma Project
and First to the Top?**

GOAL 1

College & Career Readiness

Tennessee's overarching goal:

All students college- and career-ready

- Adopt a series of changes to transform public education for every student, from our urban centers to our rural hamlets, from our growing suburbs to our smallest towns.



2009-10 Change (TDP Curriculum and Proficient Definition) - College & Career Readiness

THEN

2004 - 2009 - All students reach Minimal Proficiency

NOW

2009-10 - All students college- and career-ready



TCAPs - A New Path

Minimal Proficiency

College- and career-ready

TCAP

TCAP/PARCC

Assessment
as autopsy

Assessments as diagnostic
tools to improve instruction

Paper and Pencil

On-line

**ALL STUDENTS COLLEGE-
AND CAREER-READY**



Standards and Assessment

Tennessee is well down the road of implementing college- and career-ready, internationally benchmarked standards:

- Common Core Standards adopted by SBE July 30, 2010
 - Tight alignment exists with TDP Standards, allowing for smooth transition
 - Strong support plan for educators
- Embracing balanced assessments
 - Participating in national consortium
 - Plan for formative, summative, end-of-course
 - Already committed to college- and career-ready anchor assessment



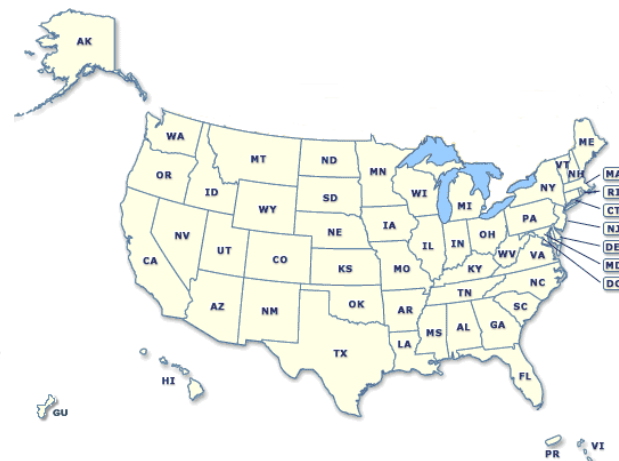


- The TN Diploma Project has led to increased rigor in our current curriculum standards and assessments. This exceptional work has positioned TN for the next steps of aligning our **Reading/Language Arts** and **math** curriculum to the newly released Common Core Standards. TN's current standards appear to be tightly aligned to the Common Core. The Common Core standards will be delivered to TN educators through a similar "unpacking" process as the TN Diploma Project standards.
- Additionally, the Common Core standards in **English/Language Arts** and **math** will provide the basis for TN's "next generation" assessments as envisioned by 25 other states (26 total) in the Partnership for the Assessment of Readiness for College and Careers (PARCC). TN is one of 11 governing states that will oversee, design, and deliver the "next generation" assessments as the partnership was awarded a \$170 million dollar Race to the Top Assessment Grant announced September 2, 2010.



- PARCC will provide iterative summative assessments and will arrive as pilot and field test forms from 2011-12 through 2013-14. The Tennessee Comprehensive Assessment Program (TCAP) will undergo a transition during those years. These “next generation” assessments will include short performance based tests at instructional intervals of 25%, 50%, and 75%. A final component of the summative assessment system, to be given at the 90% instructional interval, will include multiple choice and constructed response items. A K-2 formative assessment will be developed to include a tool for Reading “Readiness”
- TN’s vision also includes a “balanced” assessment system that will include formative and interim assessments in grades 3-8. Potential partners for this work are being identified now.
- TN is committed to end of course college and career ready anchor assessments in Reading/Language Arts (English III field tested in 2010-11 and operational in 2011-12) and math (Algebra II operational in 2010-11) that will be used to assist higher education institutions in placement of college bound students.

Partnership for the Assessment of Readiness for College and Careers (PARCC)

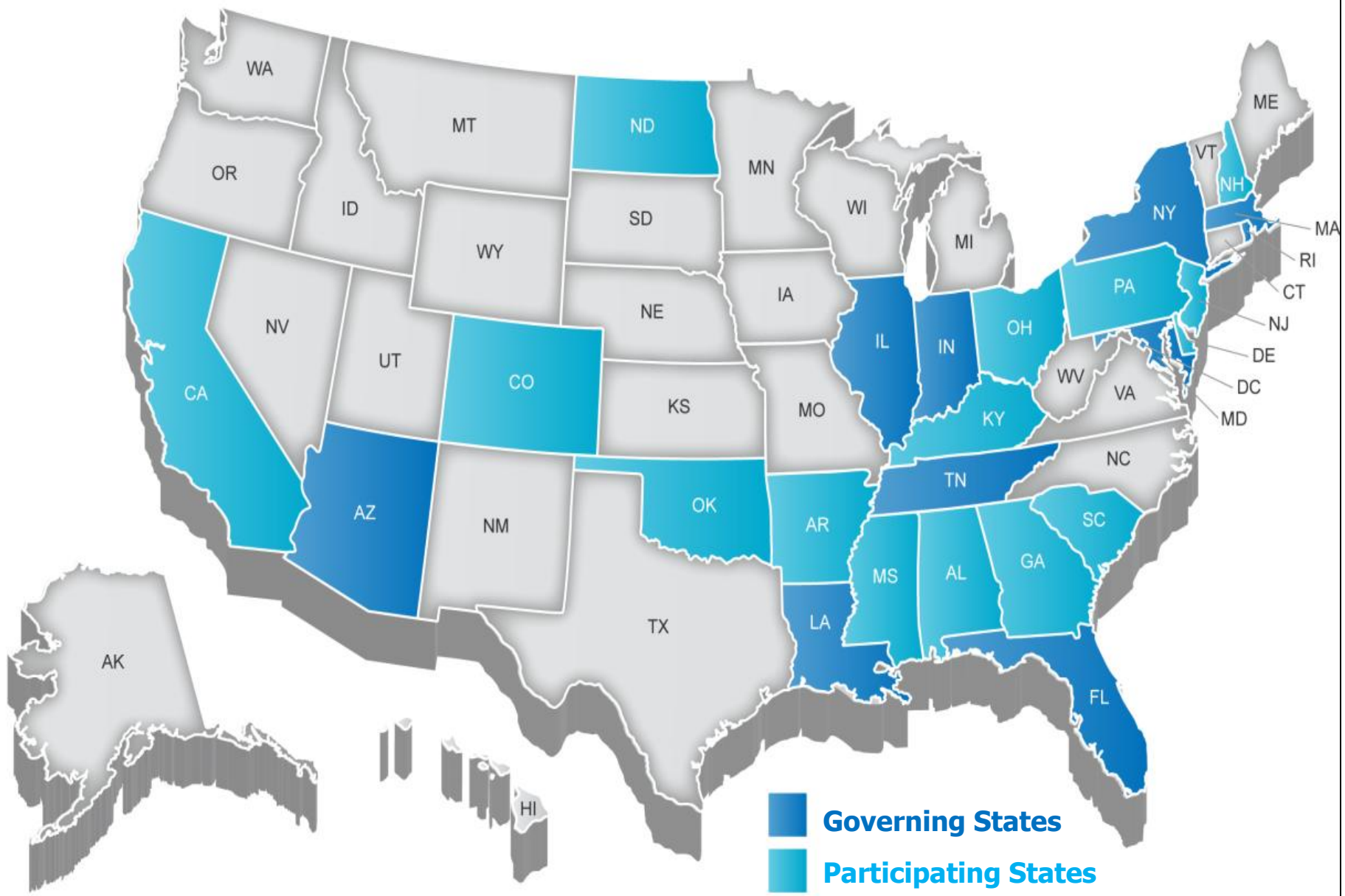


“Next Generation Assessment System”
Race to the Top Assessments

ABOUT THE PARTNERSHIP

PARCC includes 26 states that educate more than 31 million public K-12 students in the U.S (60% of total U.S. student population); Alabama, **Arizona**, Arkansas, California, Colorado, Delaware, **District of Columbia**, **Florida**, Georgia, **Illinois**, **Indiana**, Kentucky, **Louisiana**, **Maryland**, **Massachusetts**, Mississippi, New Hampshire, New Jersey, **New York**, North Dakota, Ohio, Oklahoma, Pennsylvania, **Rhode Island**, South Carolina, and **Tennessee**.





Purposes of Assessments –

The Partnership's definitions



- Measure students' college and career readiness toward the end of high school
- Measure students' progress toward this target throughout the rest of the system. (On Track)
- The assessments and results will:
 - be comparable across states at the student level;
 - meet internationally rigorous benchmarks;
 - allow valid measures of student longitudinal growth; and
 - serve as a signal for good instructional practices.
- The results will support accountability including:
 - decisions about promotion and graduation for individual students,
 - teacher and leader evaluations, and
 - school accountability determinations.



PARCC - Current Design Framework

- **Computer-based by 2014-15**
- Summative Assessment
 - “Through-course” assessments
 - Performance-oriented standards
 - Typically hard-to-measure standards
 - To signal good instructional practice
 - Research on standardizing for eventual inclusion in summative score
 - End-of-year assessment
 - Computer-scored for quick turn around of results
 - Cognitively challenging and innovative items



What's next for TCAPs?

The current TCAP assessments will **continue as aligned to the TN college and career ready standards in 2010-11 and 2011-12.**

- The TCAP assessments will **transition**, where appropriate, in Reading/Language Arts and Math beginning in 2012-13 SY.
- The TCAP assessments will **conclude** in Reading/Language Arts and Math in 2013-14.
- The TCAP assessments will **include** the PARCC assessment model in English/Language Arts and Math in 2014-15.
- The TCAP assessments will **include** a Constructed Response Diagnostic Assessment for grades 3 and 7.
 - Field Test November 8 – 10, 2010
 - Operational November 2011
- On-line Writing Pilot November 9, 2010



Investment in Professional Development

Tennessee will support teachers and principals for success with high-quality experiences and the best tools in the country:

- Common Core Standards – (Winter 2010 – Summer 2014)
 - Orientation
 - Implementation
 - Effective Practice
 - Research Based Best Practice
- New TCAP Assessments (PARCC Model)



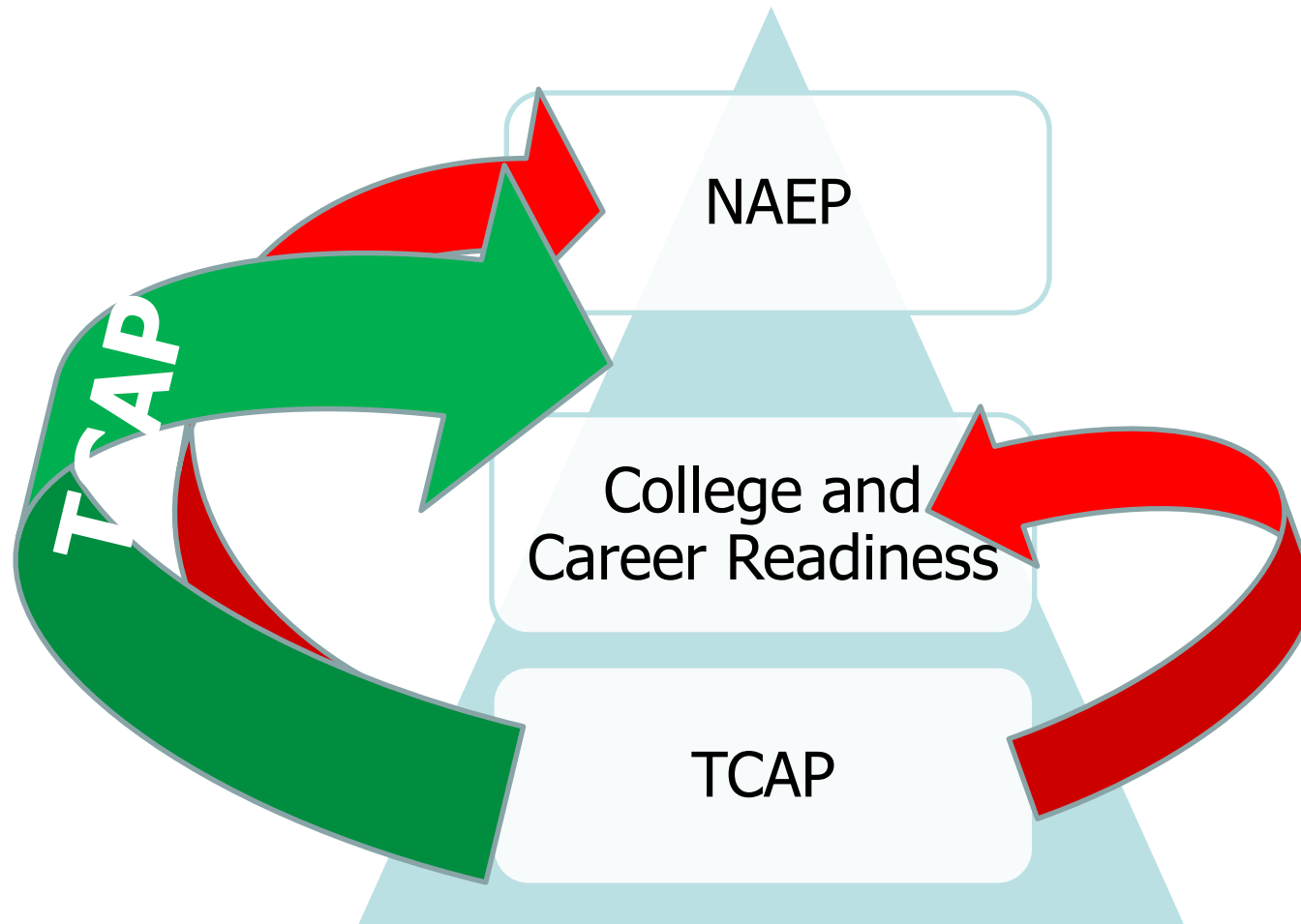


New Achievement Levels

ACHIEVEMENT LEVELS AND DESCRIPTORS

ADVANCED	PROFICIENT
<p><i>Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/ course level content standards and are significantly prepared for the next level of study.</i></p>	<p><i>Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/ course level content standards and are well prepared for the next level of study.</i></p>
BASIC	BELOW BASIC
<p><i>Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/ course level content standards and are minimally prepared for the next level of study.</i></p>	<p><i>Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/ course level content standards and are not prepared for the next level of study.</i></p>

How much is enough?





Annual Measurable Objective (AMOs)

SBE: Annual Measureable Objectives (AMOs)

- Annual Measureable Objectives (AMOs)
 - AYP **targets** for LEAs, schools, and student subgroups as measured by the % of students required to meet the Proficient or above standard.
- Re-setting AMOs are required by ESEA (NCLB)
 - AMOs must be **re-set** at the point of **significant change** in the curriculum and assessment system used to measure student achievement under Title I regulations.



SBE: Annual Measureable Objectives (AMOs)

- Starting Point
 - Every state must establish a starting point for measuring the percentage of students who meet or exceed the state's proficient level of academic achievement.
 - Separate starting points must be developed for reading/language arts and math.



SBE: Annual Measureable Objectives (AMOs)

- Each starting point must, at a minimum, be based on the **higher** of the following two numbers, using data from the 2009-10 school year.
 - The percentage of students who are at the “proficient” or above level in:
 - The state’s lowest-achieving subgroup of students
OR
 - The **school** at the **20th percentile** in the state, based on enrollment, among all schools ranked by the percentage of students at the proficient level



SBE: Annual Measureable Objectives (AMOs)

- New starting point using data from the 2009-10 school year based on the **school at 20th Percentile...**
 - Elementary/Middle School Reading/Language Arts –
» 32%
 - Elementary/ Middle School Math –
» 20%
 - High School Reading/Language Arts – (English II)
» 49%
 - High School Math – (Algebra I)
» 25%



SBE: Annual Measureable Objectives (AMOs)

- Starting Point and Trajectory
 - The starting point begins with the 2009-10 SY data for Reading/Language arts and Math
 - Separate starting points must be developed for reading/language arts and math.
 - *A new trajectory must be determined to establish annual goals through 2014 as required by NCLB.
- *Reauthorization of NCLB will occur and may change the AMO requirements and the end date.



Table 4. AMOs The tables below summarize possible options for re-setting the AMO beginning with the 2009-10 school year. In each table, the 2008-09 school year ends the previously set AMO trajectories. The 2009-10 school year begins the new AMO trajectory to 2013-14 as mandated by USED.

Table 4c.1

New Elementary/Middle School Level Benchmarks Reset 2009-10 (AMOs) Model 3			
School Year	R/LA Target	Math Target	Attendance Rate
2002-2003 through 2003-2004	77%	72%	93%
2004-2005 through 2006-2007	83%	79%	93%
2007-2008 through 2008-2009	89%	86%	93%
2009-2010	32%	20%	93%
2010-2011	49%	40%	93%
2011-2012	66%	60%	93%
2012-2013	83%	80%	93%
2013-2014	100%	100%	93%

Table 4. AMOs The tables below summarize possible options for re-setting the AMO beginning with the 2009-10 school year. In each table, the 2008-09 school year ends the previously set AMO trajectories. The 2009-10 school year begins the new AMO trajectory to 2013-14 as mandated by USED.

Table 4c.2

New High School Level Benchmarks Reset 2009-10 (AMOs) Model 3			
School Year	R/LA Target	Math Target	Graduation Rate
2002-2003 through 2003-2004	86%	65%	90%
2004-2005 through 2006-2007	90%	75%	90%
2007-2008 through 2008-2009	93%	83%	90%
2009-2010	49%	25%	90%
2010-2011	61%	44%	90%
2011-2012	74%	63%	90%
2012-2013	87%	81%	90%
2013-2014	100%	100%	90%



Math 3-8

Grade	Math'10 Prof %	Math'09 Prof %	Math Diff
All	100.0	97.8	2.2
All	95.3	100.0	-4.7
All	94.6	73.2	21.4
All	91.5	100.0	-8.5
All	90.3	100.0	-9.7
All	86.3	100.0	-13.7
All	82.4	100.0	-17.6
All	80.6	100.0	-19.4
All	80.1	90.1	-10.0
All	79.9	99.4	-19.5

All	20.0	73.3	-53.3
All	20.0	78.0	-58.0
All	20.0	82.3	-62.3
All	20.0	89.4	-69.4
All	20.0	93.7	-73.7
All	19.9	84.4	-64.5
All	19.9	89.0	-69.1
All	19.9	89.9	-70.0
All	19.7	79.7	-60.0
All	19.6	77.8	-58.2

All	4.0	85.3	-81.3
All	4.0	86.9	-82.9
All	4.0	89.7	-85.7
All	3.8	84.8	-81.0
All	3.6	76.2	-72.6
All	3.4	63.4	-60.0
All	3.4	81.0	-77.6
All	3.3	76.3	-73.0
All	3.2	81.9	-78.7
All	3.2	86.5	-83.3



Reading/Language Arts 3-8

Grade	RLA'10 Prof %	RLA'09 Prof %	RLA Diff
All	100.0	97.8	2.2
All	97.3	74.4	22.9
All	96.5	100.0	-3.5
All	96.1	100.0	-3.9
All	96.0	100.0	-4.0
All	95.2	100.0	-4.8
All	88.3	100.0	-11.7
All	87.5	98.9	-11.4
All	86.1	99.8	-13.7
All	85.8	99.7	-13.9

All	32.1	88.0	-55.9
All	32.1	92.7	-60.6
All	32.1	98.2	-66.1
All	32.0	83.3	-51.3
All	32.0	86.8	-54.8
All	31.9	89.6	-57.7
All	31.8	85.9	-54.1
All	31.8	90.0	-58.2
All	31.8	91.0	-59.2
All	31.8	93.3	-61.5
All	31.8	94.4	-62.6

All	9.6	61.1	-51.5
All	9.6	71.2	-61.6
All	9.4	89.8	-80.4
All	9.3	77.7	-68.4
All	8.9	70.6	-61.7
All	8.1	75.5	-67.4
All	8.0	82.1	-74.1
All	7.5	70.6	-63.1
All	7.5	75.1	-67.6
All	7.4	83.2	-75.8



2009-10 Reporting



- 2009-10 TCAP Reporting Timeline
 - Quick Score Reporting in Districts and Schools - August
 - Individual Profile Reports in Districts and Schools by September 15, 2010
 - Aggregate Reports in Districts and Schools by September 15, 2010
- 2009-10 Public Reporting (AYP, Report Card)
 - AYP – Late October for review by Districts and Schools – Public Reporting – Middle to late November
 - Report Card – By Early December



Questions & Discussion

**“WHATEVER YOU
ARE, BE A GOOD
ONE.”**

Abraham Lincoln

1809-1865

